

STANDARD VII: <i>Data and Program Effectiveness.</i> The program uses current school data, including a formal student/parent/teacher needs assessment which is completed and analyzed at least every three (3) years, and annual data projects as defined by the USOE.		
Levels of Performance		
School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program’s level of performance.		
Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Assessment, Use of Data and Program Effectiveness (The purpose of this standard is to give a general overview of needs assessment and needs data findings and annual data projects. Indicators will need to be evaluated after direct services presentations, Standards VIII through XII.)	<input type="checkbox"/> A formal collection of relevant needs data has been completed at least one school year prior to the site review and in a time frame that allows the results to be addressed within the current program. <input type="checkbox"/> The needs data includes feedback from parents, students, faculty and the administration. <input type="checkbox"/> Needs data addresses CCGP student outcomes, consistent with the Utah Model and appropriate school district, state and national standards and goals.	<input type="checkbox"/> A formal collection of relevant needs data has been completed within three years of the on-site review. <input type="checkbox"/> The needs data includes feedback from parents, students, faculty, and the administration. <input type="checkbox"/> Needs data addresses CCGP student outcomes, consistent with the Utah Model and appropriate school district, state and national standards and goals.
Analysis and Implementation	<input type="checkbox"/> Program goals are developed based on an analysis of the needs data. <input type="checkbox"/> Priorities for strategies and interventions within each component of the Comprehensive Counseling and Guidance Program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data and school data. (Evaluate this item following Direct Services presentation.) <input type="checkbox"/> Data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations.	<input type="checkbox"/> Program goals are developed based on an analysis of the needs data. <input type="checkbox"/> Priorities for strategies and interventions within each component of the Comprehensive Counseling and Guidance Program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data. <input type="checkbox"/> Data is disaggregated by gender, race/ethnicity/culture, socioeconomic status, or other identified school populations.
Data Projects and Self-Evaluation for Program Effectiveness	<input type="checkbox"/> Effective data projects for guidance activities and “closing the gap” have been designed and implemented annually. <input type="checkbox"/> Data that measures program effectiveness for at least two annual projects has been collected and analyzed, and contributes to the desired results for student learning as identified in the school improvement plan.	<input type="checkbox"/> Effective data projects for guidance activities and “closing the gap” have been designed and implemented annually. <input type="checkbox"/> Data that measures program effectiveness for at least two annual projects has been collected and analyzed.
Professional Obligations/Leadership	<input type="checkbox"/> Timely annual presentations on data projects have been made to school faculty. <input type="checkbox"/> Documentation is provided for timely submission of the annual self-evaluation. <input type="checkbox"/> Documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP contributed to state-wide accountability by participation in the most recent CCGP evaluation.	<input type="checkbox"/> Annual presentations on data projects have been made to the school faculty. <input type="checkbox"/> Documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> Documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP contributed to state-wide accountability by participation in the most recent CCGP evaluation.
American Indian/Alaska Native Students (See American Indian/Alaskan Native Sovereignty Policy statement on pages 5 and 6 of the Protocol.)	<input type="checkbox"/> AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. Identification of AI/AN students includes tribal and/or village affiliation. <input type="checkbox"/> Formal collection of needs data for AI/AN students includes progress to graduation, involvement of parent, guardian, or significant adult. <input type="checkbox"/> School or district-wide data projects for guidance activities and “closing the gap” have been effectively implemented for AI/AN student populations equal to or greater than 10, with at least one project every three years.	<input type="checkbox"/> AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. Identification of AI/AN students includes tribal and/or village affiliation. <input type="checkbox"/> Formal collection of needs data for AI/AN students includes progress to graduation, involvement of parent, guardian or significant adult. <input type="checkbox"/> School or district-wide data projects for guidance activities and “closing the gap” have been appropriately implemented for AI/AN student populations equal to or greater than 10, with at least one project every three years.

School CCGP Team – Circle boxes for self-evaluation and provide information as required in other standards on page 38.

Overall rating for this standard:				4	3	2	1	0
Levels of Performance								
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation		
<input type="checkbox"/> Needs data is either outdated or too recent to have been implemented in the current program. <input type="checkbox"/> The needs data is based on an incomplete sample of data from parents, students, and faculty. <input type="checkbox"/> The needs data partially addresses CCGP student competencies with appropriate school, district, state, and national standards.			<input type="checkbox"/> Needs data fails to address student competencies with appropriate school, district, state, and national standards. <input type="checkbox"/> The needs data is based on an incomplete sample of data from parents, students, and faculty and/or fails to include data from one of these sample groups. <input type="checkbox"/> The needs data does not address CCGP student competencies with appropriate school, district, state, and national standards.			<input type="checkbox"/> There is no evidence of an effort to collect data related to student guidance needs or program development. <input type="checkbox"/> There is no needs data collection. <input type="checkbox"/> The needs data does not addresses CCGP student competencies with appropriate school, district, state, and national standards.		
<input type="checkbox"/> There is some evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are passed on an analysis of the needs data.			<input type="checkbox"/> There is limited evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data.			<input type="checkbox"/> There is no evidence that strategies and interventions within each component of the guidance program (e.g., guidance curriculum, individual planning, etc.) are based on an analysis of the needs data.		
<input type="checkbox"/> Annual data projects have been developed, but no effort has been made to measure program effectiveness.			<input type="checkbox"/> Some data projects have been developed, but efforts to measure program effectiveness are not adequate.			<input type="checkbox"/> No current effectiveness data or projects have been developed.		
<input type="checkbox"/> Occasional presentations on data projects have been made to the school faculty. <input type="checkbox"/> No documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> Documentation is provided for occasional participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP did not contribute to state-wide accountability by participation in the most recent CCGP evaluation.			<input type="checkbox"/> No presentations on data projects have been made to the school faculty. <input type="checkbox"/> No documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> No documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP did not contribute to state-wide accountability by participation in the most recent CCGP evaluation.			<input type="checkbox"/> No presentations on data projects have been made to school faculty. <input type="checkbox"/> No documentation is provided for submission of the annual self-evaluation. <input type="checkbox"/> No documentation is provided for participation in district/regional interim review of data projects. <input type="checkbox"/> CCGP did not contribute to state-wide accountability by participation in the most recent CCGP evaluation.		
<input type="checkbox"/> Some AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. <input type="checkbox"/> Some formal collection of needs data for AI/AN students has been attempted. Some attempt has been made to include supportive AI/AN adults with advisory/steering committee. <input type="checkbox"/> No school- or district-wide data projects for guidance activities and “closing the gap” have been implemented for AI/AN students within the past three years.			<input type="checkbox"/> No AI/AN students are recognized either by self-identification or through collaboration with district Title VII personnel and tribal education leaders. <input type="checkbox"/> No formal collection of needs data for AI/AN students has been attempted. Supportive adults are not included. <input type="checkbox"/> No school- or district-wide data projects for guidance activities and “closing the gap” have been implemented for AI/AN students.			<input type="checkbox"/> No AI/AN students are recognized either by self-identification or through collaboration with district and tribal education leaders. <input type="checkbox"/> No formal collection of needs data for AI/AN has been attempted. <input type="checkbox"/> No school- or district-wide data projects for guidance activities and “closing the gap” implemented for AI/AN students.		

Review Team – Check the boxes that indicate your evaluation of the program’s level of performance and provide information as required on page 39.